



# Technical Assistance Report

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Project Number: 40049  
October 2006

## Republic of Uzbekistan: Preparing the Rural Basic Education Project (Financed by the Japan Special Fund)

Asian Development Bank

## CURRENCY EQUIVALENTS

(as of 16 October 2006)

Currency Unit	–	sum (SUM)
SUM1.00	=	\$0.0008123
\$1.00	=	SUM1,231.07

## ABBREVIATIONS

ADB	–	Asian Development Bank
GDP	–	gross domestic product
ICT	–	information and communication technology
MOPE	–	Ministry of Public Education
NGO	–	nongovernment organization
O&M	–	operation and maintenance
TA	–	technical assistance

## TECHNICAL ASSISTANCE CLASSIFICATION

<b>Targeting Classification</b>	–	Targeted intervention
<b>Sector</b>	–	Education
<b>Subsector</b>	–	Basic education
<b>Themes</b>	–	Inclusive social development, capacity development
<b>Subtheme</b>	–	Client relations, network, and partnership development

## NOTE

In this report, "\$" refers to US dollars.

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# UZBEKISTAN PREPARING THE RURAL BASIC EDUCATION PROJECT



## I. INTRODUCTION

1. The Government of Uzbekistan has requested technical assistance (TA) from the Asian Development Bank (ADB) to improve rural basic education services and prepare a loan project. A loan of \$30 million from the Asian Development Fund is included in the project pipeline for 2007 to address priority needs in rural areas. An ADB fact-finding mission visited Uzbekistan from 23 June to 8 July 2006 to review the country's priority needs and to reach an understanding with the Government on the impact, outcomes, outputs, and implementation and financing arrangements for the project preparatory TA.<sup>1</sup> The TA design and monitoring framework is in Appendix 1.

## II. ISSUES

2. **Socioeconomic Conditions.** In 2005, the estimated population was 26 million, with a growth rate of about 1.9%. About 47% is under 20 years of age, and about 63% lives in rural and remote areas. The economy has grown at an average annual rate of 4.8% since 1996, with gross domestic product (GDP) growing by 7.0% in 2005. Agriculture accounts for about 25% of GDP, with cotton as the main agricultural export commodity. Industry contributes 20.7%, trade 9.2%, transport and communications 11.3%, construction 4.9%, and other sectors including services about 28.9%.<sup>2</sup> Economic growth, however, has not reduced poverty. Poverty incidence remained at around 26% from 2000 to 2003, and rural poverty is deeply entrenched. About 70% of the poor live in rural areas. Their lack of knowledge and skills limits formal and informal job opportunities and is a major cause of poverty.

3. **Education System.** The Government is determined to make the education system more responsive and relevant to the requirements of a market economy.<sup>3</sup> The system consists of preschool education (ages 3–6), compulsory primary and secondary education (grades 1–9), optional senior secondary education (grades 10 and 11), vocational and professional education (3 years), and higher education (4 years). By 2010, the 11-year basic education system will be replaced by a mandatory 12-year system, which will provide 3 years of senior secondary education in either academic lyceums or technical and vocational schools. In 2005, a total of 9,748 basic education schools had 451,567 teachers. About 82% of the schools were in rural areas; 22% were in remote rural areas. About 6.0 million students were enrolled in basic education: 2.3 million in grades 1–4, 3.2 million in grades 5–9, and 0.5 million in grades 10–11. The net enrolment rate in grades 1–9 was 98%, with no significant gender differentials.<sup>4</sup>

4. The delivery of quality education in rural areas is constrained by the poor school facilities. Buildings and equipment have deteriorated in past decades because of inadequate maintenance and scarce resources for rehabilitation. The Soviet-era construction standards used to build many rural schools were inefficient in the use of materials and energy, and structural capacity. Roofs, flooring, insulation, heating, and sanitation systems are particularly poor. The quality of learning depends on the quality of instruction, which is often impaired by the poor teaching environment in rural schools. Insufficient and outdated teaching equipment for science classes and lack of basic teaching aids and learning materials are a serious constraint on applying modern teaching methodologies. In 1998, the Government changed the curriculum from Cyrillic script to Latin script. However, the reading materials that are needed to build up literacy skills of students in early grades are insufficient, particularly in rural and remote schools.

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<sup>1</sup> The TA first appeared in *ADB Business Opportunities* on 6 February 2006.

<sup>2</sup> Information provided by the Ministry of Finance.

<sup>3</sup> The Constitution of Uzbekistan guarantees free basic education to all citizens.

<sup>4</sup> Information provided by the Ministry of Public Education.

5. The teaching techniques and subject knowledge of many teachers in rural schools are outdated and need to be upgraded. Few teachers employ student-centered learning approaches that foster higher-order thinking and independent learning skills, which are crucial for lifelong learning and adapting to changing labor market demands. The current in-service training program for teachers in rural schools is considered to be (i) too inflexible to adjust to changing requirements of a modern education system; (ii) too centralized, making it difficult for teachers from remote schools to participate, particularly female teachers<sup>5</sup> who have families to look after; and (iii) too infrequent to update the knowledge and teaching techniques of teachers.

6. Surveys revealed clear disparities between urban and rural schools in the quality of school facilities; allotment of teachers; and allocation and quality of materials, teaching equipment, and furniture. Urban schools are better equipped in almost every aspect, followed by rural schools that are close to the raion and oblast centers. Rural schools that are remote from raion and oblast centers are the most disadvantaged.

7. In 2004, the Government launched the National Program for Basic Education 2004–2009, which aims to strengthen basic education to meet international standards and to remove disparities between rural and urban schools, thereby creating equal opportunities for all students. Under the program, new schools are being constructed and existing schools are being rehabilitated and repaired. The investment costs of the program, which are estimated at \$1.2 billion, will be financed by a combination of 75% budget financing, 20% foreign investment financing, and 5% local donor contributions. Included in the major investments are significant salary increases for teachers and school principals, which should improve the reputation of the profession and entice qualified university graduates to become teachers. Although under the program many schools have been successfully rehabilitated, capacities to comprehensively meet all school rehabilitation needs are limited, particularly to repair flooring and sanitation systems and to provide much-needed new classroom furniture, laboratory equipment, and basic teaching aids to rural schools. Only new schools will be fully equipped; other schools covered by the program will receive only some new furniture, science equipment, teaching aids, and reading materials.

8. Uzbekistan's expenditure on education in real terms is one of the highest among transition countries, increasing every year since 2000, and reaching 8.8% of GDP in 2005. The amount spent on basic education is the highest among the education subsectors, at 50.3% of the total education expenditure, with senior secondary education at 31.6%, preschool at 12.7%, and higher education at 5.4%. The responsibility of financing education has shifted from the central Government to the oblasts and raions. In 2005, 65% of the national education budget was financed by raions, 22% by oblasts, and 13% by the Ministry of Public Education (MOPE). However, consultations at rural schools revealed that budget provisions are insufficient to cover all operation and maintenance expenditures; hence, schools rely on community support. Parents assist teachers with annual maintenance and minor repairs, and provide financial and in-kind support to schools. Companies, farmers, and community groups sponsor school operations and contribute building materials and funds to rehabilitate school facilities that are not covered by the budget. Other schools run small income-generating activities organized by teachers, students, and community members. The level of community participation and entrepreneurship depends largely on the commitment and motivation of school principals and teachers.

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<sup>5</sup> About 66% of basic education teachers are female (State Statistics Committee, 2005).

9. **ADB Assistance in the Education Sector.** ADB is the main development partner in the education sector. It has supported the Government's efforts to strengthen the education system since 1996. Overall, the performance of the education sector has steadily improved over time, indicating that ADB's assistance is broadly aligned with the Government's reform agenda. ADB's sector strategy in education has focused on (i) supporting efforts to improve quality, relevance, and access to basic education; and (ii) enhancing national capacity to manage sector reforms. ADB is implementing three loan projects and one program loan in basic education: (i) the Education Sector Development Program and Project, (ii) the Second Textbook Development Project, and (iii) the Information and Communication Technology in Basic Education Project. ADB is also providing assistance through two TA projects financed by grant funds.<sup>6</sup> Through its loans and TA program, ADB is promoting a more systematic, coordinated, and participatory approach to reform.

10. With the assistance of ADB and other development partners,<sup>7</sup> strategies to strengthen the professional development of teachers have been prepared, curriculum modules revised, teaching materials and new textbooks produced, and school facilities improved. However, because of a lack of Government's capacity and the targeted nature of some pilot measures, most rural and remote schools have not benefited from them. Building on these achievements and lessons, and working in line with the Government's policy to remove disparities between rural and urban schools, the project will complement ongoing activities and expand successful programs to rural and remote areas.

### III. THE TECHNICAL ASSISTANCE

#### A. Impact and Outcome

11. The outcome of the TA will be a project design suitable for ADB financing that will improve the quality of rural basic education and eradicate disparities between urban and rural schools. The main outputs will be (i) recommendations and investment options to improve the teaching and learning environment in rural schools, (ii) draft strategies to further strengthen the professional development of teachers and principals in rural schools, and (iii) draft strategies to strengthen community participation. Based on the results and recommendations of existing sector surveys and analyses, the TA will prepare a comprehensive sector study, including an analysis of education financing and prioritized strategies for future investment needs.

#### B. Methodology and Key Activities

12. The TA will use a participatory approach to build consensus among key government and nongovernment stakeholders and development partners. Participatory national, oblast, and raion workshops will be held to ensure close cooperation and active involvement of government stakeholders, school managements and school boards, communities, and nongovernment organizations (NGOs) in the TA. The TA will conduct a social and poverty impact analysis and recommend ways to enhance access for disadvantaged groups. Implementation mechanisms of

<sup>6</sup> ADB. 2005. *Technical Assistance to Uzbekistan for Effective Management of Investments and Reforms in Basic Education*. Manila (TA 4729, approved on 12 December 2005, for \$500,000). and ADB. 2006. *Proposed Grant Assistance to Basic Education for Children with Special Needs*. Manila (JFPR 9091, approved on February 2006, for \$1.5 million).

<sup>7</sup> United Nations Educational, Scientific and Cultural Organization (UNESCO), United Nations Development Programme (UNDP), United States Agency for International Development (USAID), and the People's Republic of China support the basic education sector through (i) teacher professional development, (ii) rehabilitation of school facilities, (iii) information and communication technology development, (iv) monitoring of learning achievements, and (v) strengthening of community participation.

ongoing ADB-supported projects will be reviewed to determine the most efficient implementation arrangements for the project. These arrangements will ensure close links with ongoing projects, particularly in teacher training and community participation.

**13. Improving the Teaching and Learning Environment in Rural Schools.** As requested by the Government, the project design will improve the teaching and learning environment in rural schools and complement the National Program for Basic Education Development 2004–2009. The TA will assess rural basic education and recommend strategies to further improve rural education services. In 2005, MOPE completed a comprehensive review of school facilities and established “school passports” to document the physical conditions and inventory of all schools. Based on the survey results, the TA will determine what investments are needed to improve rural schools. Areas of investment will include (i) minor school rehabilitation; (ii) provision of laboratory equipment; (iii) establishment of classroom libraries to strengthen literacy skills in Latin script, particularly for students in the early grades; and (iv) provision of general teaching equipment, basic teaching aids, and sports equipment. To improve access for students with special needs, the TA will recommend providing them with adjusted furniture and special education equipment.

14. To identify schools for the project, a selection mechanism will be developed. The selection criteria will consist of (i) high enrolment rates of students from poor families, (ii) active community participation as encouraged under the Government's *oila-mahalla-maktab* (family-community-school) concept, (iii) dynamic and proactive school management and school board, (iv) enough qualified teachers, and (v) evidence of adequate budget for operation and maintenance.

**15. Strengthening Professional Development for Teachers and School Management.** To ensure that educational equipment and learning materials will be fully used and integrated in classroom lessons, the TA will, in close consultation with in-service teacher training institutes, review current teacher training programs and recommend measures to extend best training practices to rural areas. In support of the Government's National School Education Development Program and based on lessons from projects supported by ADB, other development partners, and NGOs, the TA will develop approaches to expand in-service teacher training programs to rural schools to promote student-centered teaching methodologies. The TA will explore the possibilities of using information and communication technology (ICT) facilities to help teachers share information on education content, modern pedagogy, and reference materials for lesson plans.<sup>8</sup> The TA will also (i) develop training strategies to enhance management competencies of school principals, school managements, and school boards to improve efficiency in resource management; (ii) develop prioritized facility maintenance plans; (iii) initiate income-generating activities; and (iv) increase community participation.

**16. Strengthening Community Participation in Rural Schools.** Because funds are insufficient for operation and maintenance, community mobilization will be key in maintaining rehabilitated and upgraded school facilities. In line with the family-community-school concept, the TA will develop strategies to improve rural school environments by strengthening the capacity of school boards and parents' committees and encouraging further community participation. The TA will review community schemes at rural schools and develop training and awareness programs for principals, teachers, relevant oblast and raion officers, parents, and community members. Activities will include (i) identification of strengths, weaknesses, and opportunities of schools, and preparation of action plans to improve the learning environment in schools; (ii) approaches to create a child-friendly environment; (iii) conduct of fund-raising and small business activities to generate income for school maintenance; and (iv) promotion of inclusive education. The TA will

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<sup>8</sup> The school cluster scheme to be established under the Information and Communication Technology in Basic Education Project will be an additional way to deliver teacher training.

also include strategies to use rural school facilities as “community centers” that provide recreation and cultural activities and knowledge training for youths and adults during evenings, weekends, and vacations.

### **C. Cost and Financing**

17. The TA cost is estimated at \$550,000 equivalent. As requested by the Government, ADB will provide \$500,000 equivalent, on a grant basis from the Japan Special Fund, funded by the Government of Japan. The Government will finance \$50,000 equivalent of the local currency cost through in-kind contributions, including office accommodation, counterpart staff, and facilities for seminars and workshops. The Government has been informed that TA approval does not commit ADB to finance any ensuing project. The cost estimates and the financing plan are in Appendix 2.

### **D. Implementation Arrangements**

18. The TA will begin in November 2006 and will be carried out over 6 months. MOPE will be the Executing Agency and will provide office space and counterpart support, including a TA coordinator to oversee TA implementation. A steering committee, chaired by MOPE and including representatives from the Ministry of Finance, oblast and raion administrations, and communities, will be established to guide and advise on drafting the project concept. International and national consultants will provide support in the project preparation. ADB will engage the consultants as individuals in accordance with ADB's *Guidelines on the Use of Consultants*. International consultants will consist of (i) a basic education specialist and education economist and team leader (5 person-months), (ii) an education facility and equipment specialist (3), and (iii) a specialist for teacher training and ICT development in rural education (3). National consultants will comprise (i) a specialist on basic education and financial analysis (5), (ii) a facility and equipment specialist (3), (iii) a community participation and poverty and social development specialist (5), and (iv) a teacher training specialist (3). The team leader will submit an inception report 4 weeks after the assignment starts, a draft final report 2 weeks before the planning workshop, and a final report 2 weeks after the planning workshop. Reports will be in Russian and English and submitted to MOPE and ADB in hard copy and electronic format. Outline terms of reference for the consultants are in Appendix 4. TA-financed equipment and materials will be procured by MOPE in accordance with ADB's *Procurement Guidelines* and remain with MOPE after completion of the TA.

## **IV. THE PRESIDENT'S DECISION**

19. The President, acting under the authority delegated by the Board, has approved the provision of technical assistance not exceeding the equivalent of \$500,000 on a grant basis to the Government of Uzbekistan for preparing the Rural Basic Education Project, and hereby reports this action to the Board.

## DESIGN AND MONITORING FRAMEWORK

<b>Design Summary</b>	<b>Performance Targets/Indicators</b>	<b>Data Sources/ Reporting Mechanisms</b>	<b>Assumptions and Risks</b>
<p><b>Impact</b> Quality of rural basic education is improved and disparities between urban and rural schools are eradicated</p>	<ul style="list-style-type: none"> <li>• Measure social, economic and poverty indicators</li> </ul> <p>(Baselines for monitoring will be determined during the TA)</p>	<ul style="list-style-type: none"> <li>• Educational statistics</li> <li>• School surveys</li> </ul>	<p><b>Assumption</b></p> <ul style="list-style-type: none"> <li>• The Government remains committed to the education sector as a priority of national development</li> </ul>
<p><b>Outcome</b> Design for a loan project prepared and agreed by the Government and ADB</p>	<ul style="list-style-type: none"> <li>• Memorandum of understanding signed by the Government and ADB during a loan appraisal mission in the second quarter of 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Memorandum of understanding</li> </ul>	<p><b>Assumption</b></p> <ul style="list-style-type: none"> <li>• The Government and ADB sign a loan agreement</li> </ul>
<p><b>Outputs</b></p> <p>1. Draft recommendations and investment options to improve the teaching and learning environment in rural schools</p> <p>2. Draft strategies and investment options to strengthen professional development for teachers and principals</p> <p>3. Draft strategies to strengthen community participation in rural schools</p>	<ul style="list-style-type: none"> <li>• Comprehensive sector study, including financing and investment plans, prepared by February 2007</li> <li>• Prioritized investment plan to rehabilitate and upgrade facilities prepared by February 2007</li> <li>• Mechanism to select rural schools to be supported under the project approved by February 2007</li> <li>• Review of in-service teacher training programs completed by January 2007</li> <li>• Capacity-building strategies for teacher and principals in rural schools approved by February 2007</li> <li>• Delivery mechanisms for training measures approved by February 2007</li> <li>• Strategies to establish ICT-based training systems prepared by January 2007</li> <li>• Assessment of existing strategies and programs involving community participation at rural schools completed by January 2007</li> <li>• Strategies to enhance community participation at rural schools prepared by February 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Sector description</li> <li>• Investment plan</li> <li>• Cost estimates</li> <li>• List of rural schools</li> <li>• Training programs to be conducted for teachers and principals at rural schools</li> <li>• Agreed strategies</li> </ul>	<p><b>Assumptions</b></p> <ul style="list-style-type: none"> <li>• Access to information at national, oblast, and raion levels is ensured</li> <li>• Stakeholders, including school boards and communities, participate actively in the project design</li> </ul>

<b>Activities with Milestones</b> (for the TA)	<b>Inputs</b> (for the TA)
<p><b>Output 1</b></p> <ol style="list-style-type: none"> <li>1.1 Review policies, projects, and documents related to rural basic education; identify issues; and prepare a detailed description of rural basic education (by February 2007).</li> <li>1.2 Review and analyze the education sector (by December 2006).</li> <li>1.3 Review the results of MOPE's 2005 school facility survey and update school profiles, if required (by January 2007).</li> <li>1.4 Identify investment needs to rehabilitate and upgrade rural schools and develop a selection mechanism for schools to be supported by the project (by February 2007).</li> <li>1.5 Carry out a social and poverty assessment (by January 2007).</li> </ol> <p><b>Output 2</b></p> <ol style="list-style-type: none"> <li>2.1 Review existing in-service teacher training policies and programs, and teacher training components of ongoing projects supported by ADB, other development partners, and NGOs (by December 2006).</li> <li>2.2 Review the capacity of the teacher training institutes in relation to in-service training delivered to rural schools (by December 2006).</li> <li>2.3 Review teacher roles, teaching techniques, and learning and teaching materials and aids in rural schools, and assess the need for capacity building for teachers (by December 2006).</li> <li>2.4 Prepare an in-service training strategy for rural teachers to improve their teaching skills and update their domain knowledge; provide cost estimates and recommend sustainable delivery mechanisms (by January 2007).</li> <li>2.5 Assess existing ICT knowledge, skills, and personal engagement of teachers and principals in rural schools, and recommend measures to ensure that available hardware and software will be used to strengthen curriculum-relevant student-oriented teaching (by January 2007).</li> <li>2.6 Assess the capacities of school principals and school management and recommend training to strengthen them (by January 2007).</li> </ol> <p><b>Output 3</b></p> <ol style="list-style-type: none"> <li>3.1 Assess community participation programs implemented by other development partners, NGOs, and government agencies and review the <i>oila-mahalla-maktab</i> (family-community-school) concept and recommend strategies to further increase community participation in rural basic education (by February 2007).</li> <li>3.2 Recommend strategies and training programs to support school managements, parents' committees, and school boards to improve the learning environment in schools and generate income (by January 2007).</li> <li>3.3 Develop strategies to use rural school facilities as "community centers" that provide recreation and cultural activities and knowledge training for youths and adults (by January 2007).</li> <li>3.4 Prepare strategies and recommend awareness measures to further promote inclusive education in rural schools (by December 2006).</li> </ol>	<p><b>ADB - \$500,000</b></p> <ul style="list-style-type: none"> <li>• International and national consulting services \$265,000</li> <li>• Travel \$40,000</li> <li>• Equipment \$30,000</li> <li>• Workshops and seminars \$20,000</li> <li>• Studies and surveys \$50,000</li> <li>• Translation and reports, communication, administration \$40,000</li> <li>• Contingencies \$55,000</li> </ul> <p><b>Government - \$50,000</b></p> <ul style="list-style-type: none"> <li>• Office accommodation \$20,000</li> <li>• Counterpart staff and support \$25,000</li> <li>• Seminars and workshops \$5,000</li> </ul>

ADB = Asian Development Bank, ICT = information and communication technology, NGO = nongovernment organization, TA = technical assistance.

MATTHEW WESTFALL  
DIRECTOR, CWSS

JUAN MIRANDA  
DIRECTOR GENERAL, CWRD

**COST ESTIMATES AND FINANCING PLAN**  
(\$'000)

Item	Total Cost
<b>A. Asian Development Bank Financing<sup>a</sup></b>	
1. Consultants	
a. Remuneration and Per Diem	
i. International Consultants	220.0
ii. National Consultants	45.0
b. International and Local Travel	40.0
c. Reports and Communications	10.0
2. Equipment <sup>b</sup>	30.0
3. Workshops and Seminars	20.0
4. Studies and Surveys <sup>c</sup>	50.0
5. Interpretation, Translation, Miscellaneous Administration, and Support Costs	30.0
7. Contingencies	55.0
<b>Subtotal (A)</b>	<b>500.0</b>
<b>B. Government Financing<sup>d</sup></b>	
1. Office Accommodation	20.0
2. Counterpart Staff and Support	25.0
3. Seminars and Workshops	5.0
<b>Subtotal (B)</b>	<b>50.0</b>
<b>Total</b>	<b>550.0</b>

<sup>a</sup> Financed by the Japan Special Fund, funded by the Government of Japan.

<sup>b</sup> Includes purchase of a photocopier, computers and accessories, and printers at the technical assistance office.

<sup>c</sup> Review and update of existing studies and additional surveys to prepare a comprehensive sector study on education.

<sup>d</sup> The Government's contribution is provided in kind.

Source: Asian Development Bank estimates.

## INITIAL POVERTY AND SOCIAL ANALYSIS

### A. Linkages to the Country Poverty Analysis

<b>Is the sector identified as a national priority in country poverty analysis?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No	<b>Is the sector identified as a national priority in country poverty partnership agreement?</b>	<input checked="" type="checkbox"/> Yes  <input type="checkbox"/> No
<p><b>Contribution of the sector or subsector to reduce poverty in Uzbekistan:</b></p> <p>Education is a key priority in the Government's reform agenda and development strategy, with the overall objective to make the education system more responsive and relevant to the requirements of a market economy. In 2004, the Government launched the National School Education Development Program 2004–2009, which aims to strengthen basic education to meet international standards and to remove disparities between rural and urban schools, thereby creating equal opportunities for all students. Seventy percent of the poor live in rural areas. By improving the teaching and learning environment of rural basic education schools, the project will help improve the knowledge of students from poor families, which will enhance their job and income-generating opportunities.</p>			

### B. Poverty Analysis

**Targeting Classification:** General intervention

<p><b>What type of poverty analysis is needed?</b></p> <p>The technical assistance (TA) will conduct a poverty and social analysis that will assess (i) how the project will contribute to national priorities as identified in the country poverty analysis, (ii) how the benefits of the project will flow to poor families, and (iii) whether poor groups will remain excluded. The analysis will identify potential gender issues to be considered in the project design. The TA will address the needs of special children.</p>
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### C. Participation Process

<p><b>Is there a stakeholder analysis?</b>      <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>The main stakeholders are the Ministry of Public Education (MOPE) and selected oblast and raion authorities. Institutional capacities of stakeholders will be assessed during the TA. The stakeholder analysis will also ensure the participation of parents, students, teachers, community leaders, and nongovernment organizations.</p> <p><b>Is there a participation strategy?</b>      <input checked="" type="checkbox"/> Yes      <input type="checkbox"/> No</p> <p>The TA will be conducted in a collaborative and participatory process, ensuring a high level of congruence of goals among all major government and nongovernment stakeholders and development partners. A series of participatory workshops will be held to ensure full participation of all major stakeholders in the design of the proposed project.</p>
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### D. Gender Development

<p><b>Strategy to maximize impacts on women:</b></p> <p>An analysis to assess gender-related issues will be conducted during the TA. Findings and recommendations will be incorporated into the project design.</p> <p><b>Has an output been prepared?</b>      <input type="checkbox"/> Yes      <input checked="" type="checkbox"/> No</p> <p>The output will be prepared in the process of the TA implementation.</p>
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**E. Social Safeguards and Other Social Risks**

Item	Significant/ Not Significant/ None	Strategy to Address Issues	Plan Required
<b>Resettlement</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	TA consultants will investigate potential involuntary resettlement impacts during implementation and, if required, prepare a resettlement plan in accordance with the Asian Development Bank's involuntary resettlement policy. <sup>a</sup>	<input type="checkbox"/> Full <input type="checkbox"/> Short <input checked="" type="checkbox"/> None
<b>Affordability</b>	<input type="checkbox"/> Significant <input checked="" type="checkbox"/> Not significant <input type="checkbox"/> None	Not deemed to be a major concern, but will be assessed further during the TA.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Labor</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	No labor retrenchments are envisaged as a result of the project.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Indigenous Peoples</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	The project is not expected to have any adverse impacts on indigenous people. The project will ensure equitable benefits for ethnic minorities.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No
<b>Other Risks and/or Vulnerabilities</b>	<input type="checkbox"/> Significant <input type="checkbox"/> Not significant <input checked="" type="checkbox"/> None	No other social risks are anticipated as a result of the project.	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No

<sup>a</sup> ADB. 1995. *Involuntary Resettlement*. Manila.

## OUTLINE TERMS OF REFERENCE FOR CONSULTANTS

### A. International Consultants

#### 1. Basic Education Specialist and Education Economist/Team Leader (5 person-months)

1. As team leader, the consultant will be responsible for overall planning and implementation of the technical assistance (TA), design of the project, and preparation of reports. The work will be done in close collaboration with the Ministry of Public Education (MOPE) and in consultation with senior staff members of other relevant government and nongovernment organizations (NGOs) at oblast and raion levels, and community representatives. The team leader will ensure close collaboration among the other consultants and will have the following specific responsibilities:

- (i) Prepare a detailed sector description, including financing and investment plans; consider forecast of demand for education services, review policies, strategies, and studies; consider experiences gained and lessons learned from ongoing and completed projects.
  - (ii) Review and analyze the current education financing; review budget projections and teachers' salary structure; estimate future budget requirements and investment needs; assess options to introduce alternative financing mechanisms including private/community contributions; and review the need for additional foreign investment financing.
  - (iii) Develop a draft logical framework for the project, including impact, outcome, outputs, activities and inputs, performance indicators, monitoring mechanisms, and assumptions and risks.
  - (iv) Review implementation mechanisms of ongoing ADB-supported projects to recommend the most efficient implementation arrangements for the proposed project to ensure close linkages, in particular in the area of teacher training and community participation.
  - (v) Produce a tentative procurement plan for goods and services and prepare a monitoring and evaluation mechanism.
  - (vi) Determine the scope of, and prepare a detailed outline for, the proposed project including an assessment of the project's financial and institutional sustainability and economic viability based on ADB's *Guidelines for the Financial Governance and Management of Investment Projects*; and prepare detailed cost estimates for the project and a monitoring and evaluation mechanism.
  - (vii) Ensure adequate participation of government and nongovernment stakeholders through a series of participatory workshops at national and provincial levels.
  - (viii) Submit (a) an inception report 4 weeks after the assignment starts, (b) a draft final report 2 weeks before the participatory planning workshop, and (c) a final report 2 weeks after the planning workshop.
2. Major responsibilities with regard to promotion of rural basic education are as follows:
- (i) Review the institutional arrangements currently used to deliver basic education services in rural areas and the institutional capacities of MOPE, oblast, and raion authorities; identify strengths and weaknesses, prepare strategies to ensure sustainability, and recommend improvements to strengthen relevance, quality, and efficiency of rural basic education.

- (ii) Review the “oila-mahalla-maktab”<sup>1</sup> concept and recommend strategies to further enhance community participation in rural schools.
- (iii) Assess capacities of school management, school boards, and parental committees; recommend capacity-building programs; and recommend strategies and training measures to further strengthen their performance.
- (iv) Prepare strategies to utilize school facilities in rural areas as “community centers” provide recreation and cultural activities and knowledge training for youths and adults during evenings, weekends, and vacation periods.
- (v) Identify appropriate reading materials in Latin script to strengthen literacy skills of students in early grades.

3. The consultant will also prepare (i) a poverty and social analysis report, (ii) a summary poverty reduction and social strategy following ADB’s *Handbook on Poverty and Social Analysis* (2001), and (iii) indicators of poverty and social aspects as part of the project performance monitoring system.

**2. Specialist for Teacher Training and Information and Communication Technology (ICT) Development in Rural Education (3 person-months)**

4. To improve the quality of teaching methods and ensure that new education equipment will be fully integrated in classroom lessons, the consultant will recommend strategies to strengthen in-service teacher training in rural schools. Activities will be carried out in close consultation with teacher training institutes. Specific duties and responsibilities are as follows:

- (i) Document and review existing in-service teacher training policies and programs.
- (ii) Review teacher training components of ongoing ADB-supported projects and programs of other development partners and NGOs.
- (iii) Review the capacity of the teacher training institutes in relation to in-service training actually delivered to rural schools.
- (iv) Review teacher roles, teaching techniques, learning and teaching materials and aids in rural schools, and assess the need for capacity-building measures for/among teachers.
- (v) Prepare an in-service training strategy for teachers of rural schools to improve their teaching skills and update their domain knowledge; provide cost estimates; and recommend sustainable delivery mechanisms.
- (vi) Assess existing ICT knowledge, skills, and personal engagement of teachers and principals in rural schools and recommend measures to ensure that available hardware and software will be used to strengthen student-oriented teaching.
- (vii) Review the current ICT policy and its implementation in rural regions and recommend strategies to support in-service teacher training efficiently and effectively by ICT.
- (viii) Assess the capacities of the school cluster scheme to be established under the Information and Communication Technology in Basic Education Project to deliver training programs for teachers of rural schools.

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<sup>1</sup> “Family-community-school” concept.

### **3. Education Facilities and Equipment Specialist (3 person-months)**

5. The specialist will closely work with the international team leader and the national education facility specialist. Major tasks are as follows:

- (i) Review the results of the school facility survey conducted by MOPE in 2005 and update school profiles, if required.
- (ii) Review the financing and investment plan to rehabilitate and upgrade existing school facilities according to the National School Education Development Plan.
- (iii) Develop a selection mechanism to identify schools that will benefit from the proposed project.
- (iv) Based on curriculum requirements, identify investment needs for education equipment, basic teaching aids, and sports equipment in rural schools, and estimate the costs for the recommended equipment plans.
- (v) Determine incremental recurrent costs for operation and maintenance (O&M) of rural schools to be rehabilitated and upgraded by the proposed project.
- (vi) Propose strategies to involve communities, students, and teachers in rehabilitating and maintaining rural schools.
- (vii) Identify investment needs to improve access for students with special needs, including provision of facilities for wheelchair-bound students, adjusted furniture, equipment, and improved sanitary facilities.
- (viii) Prepare detailed cost estimates including foreign exchange and local currency cost components for training equipment and rehabilitation works of prioritized education facilities for each year of implementation.

## **B. National Consultants**

### **4. Basic Education Specialist and Financial Analyst (5 person-months)**

6. In close cooperation with the international team leader, the specialist will carry out the following activities:

- (i) Support the review of policies and surveys to prepare a detailed sector description.
- (ii) Assist in reviewing the current education financing; review budget projections and teachers' salary structure; estimate future budget requirements and investment needs including ensuring maintenance of facilities and equipment; assess options to introduce alternative financing mechanisms; and determine additional need for foreign investments.
- (iii) Assess budgeting procedures and flow of funds from national to local levels.
- (iv) Assist in preparing the economic and financial analyses of the proposed project.
- (v) Document all projects and programs of development partners and NGOs related to rural basic education and assess their outputs and achievements.

### **5. Teacher Training Specialist (3 person-months)**

7. In close cooperation with the international teacher training specialist, the consultant will do the following:

- (i) Review current teacher training programs in rural schools.
- (ii) Review current teaching methods at rural schools.

- (iii) Review the capacities of teacher training institutes and education authorities at oblast and raion levels to further promote teacher training in rural schools; recommend measures to strengthen capacities.
- (iv) Identify measures to extend successful training programs to rural schools.
- (v) Assist in preparing detailed cost estimates for training programs to be conducted under the project for each year of implementation.

**6. Education Facilities and Equipment Specialist (3 person-months)**

8. In close cooperation with the team leader and the international education facility specialist, the national consultant will do the following:

- (i) Review the school facility survey report and “school passports”, and identify further investment needs for rehabilitation and upgrading of rural basic schools.
- (ii) Assess current state of education equipment at rural schools.
- (iii) Review the training that teachers need to operate and integrate new education equipment into lesson plans to strengthen student-centered teaching approaches.
- (iv) Determine incremental recurrent costs for O&M of all schools to be rehabilitated or upgraded by the proposed project.
- (v) Assist in the development of a selection mechanism to identify schools to be supported by the project.
- (vi) Assist in preparing cost estimates for rehabilitation works and training equipment of prioritized facilities.

**7. Community Participation and Poverty and Social Development Specialist (5 person-months)**

9. In close cooperation with the team leader, the consultant will carry out the following tasks:

- (i) Review the “oila-mahalla-maktab” concept (footnote 1) and recommend prioritized, costed strategies to further increase community participation in rural basic education.
- (ii) Assess community participation programs implemented by other development partners, NGOs, and government agencies.
- (iii) Recommend strategies and training programs to support school managements, parental committees, and school boards in (a) identification of strengths, weaknesses and opportunities of schools and preparation of action plans to improve learning environments in schools; (b) approaches to create child-friendly environments; and (c) fund-raising and small business activities that generate income for school maintenance and the procurement of consumables and additional educational materials.
- (iv) Develop strategies to utilize school facilities in rural areas as “community centers” that provide recreation and cultural activities and knowledge training for youths and adults during evenings, weekends, and vacation periods.
- (v) Prepare strategies and recommend awareness measures that promote inclusive education in rural schools.
- (vi) Assess how the project will contribute to national priorities as identified in the country poverty analysis and how the benefits of the project will flow to poor/non-poor youths and adults and whether poor groups will remain excluded.
- (vii) Prepare recommendations to help the project be more pro-poor and deal effectively with any issues of risks, gender, affordability, and vulnerable groups.

- (viii) Assess how key stakeholders (poor and vulnerable groups in particular) are likely to participate in and benefit from project resources, and suggest possible strategies for addressing the concern of these stakeholders.
- (ix) Conduct a gender analysis and identify project design elements that have the potential to address gender equity in the project.
- (x) Ensure that all stakeholders are adequately involved in the project design and that project benefits will accrue for ethnic minorities.
- (xi) Assist in preparing (a) a poverty and social analysis report, (b) a summary of poverty reduction and social strategy following ADB's *Handbook on Poverty and Social Analysis* (2001), and (c) indicators of poverty and social aspects as part of the project performance monitoring system.